SRO
STATE SCHOOL REFORM/REDESIGN OFFICE
Michigan Department of Technology, Management and Budget

Unreasonable Hardship Determination Report

J.E. Clark Preparatory Academy

February 2017

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Framework

State School Reform/Redesign Office Background and Legal Authority

The State School Reform/Redesign Office (SRO) was established in 2010 to serve as Michigan's academic accountability office. The mission of the SRO is to turn Michigan's Priority Schools into the highest-performing schools in Michigan. The SRO's vision is to create the necessary conditions for a globally superior public education system. To do this, the SRO uses both incentives for academic success and consequences for chronic failure. The following state and federal statutes establish the SRO and govern the office's action steps:

Michigan's Revised School Code 380.1280c: Section 1280c of the Revised School Code charges the SRO with the responsibility of identifying and supervising the lowest achieving 5% of schools (Priority Schools). Priority Schools submit reform/redesign plans to improve performance, and the SRO is granted authority to implement intervention if academic progress is not made (i.e. CEO operator for multiple schools, State School Reform/Redesign District (SSRRD), etc.). Priority Schools are required to submit monitoring reports to the SRO in a manner and frequency as determined by the SRO. The statute also provides exemptions for districts under emergency management.

Michigan's Executive Order No. 2015-9: Executive Order 2015-9 transferred the SRO from the Michigan Department of Education (MDE) to the Department of Technology, Management, and Budget (DTMB). It also transferred all authority, powers, duties, functions, and responsibilities assigned to MDE and the Superintendent of Public Instruction under MCL 380.1280c to the SRO.

Michigan Public Act 192 (i.e. Enrolled House Bill 5384): The law divides the Detroit Public School District (DPS) into two separate districts and requires the SRO to mandate school closures via specified stipulations.

Under these statutes, the State School Reform/Redesign Office must make notifications and issue orders to Public School Academy Authorizers and/or Traditional Public School Superintendents/Board Presidents establishing different levels of accountability based on the performance of the schools they operate/authorize.

Purpose

On January 20, 2017, the SRO published the order subjecting Clark, J.E. Preparatory Academy to a Next Level of Accountability pending an Unreasonable Hardship Determination as required under subsection 391(3), MCL 380.391(3). The purpose of this report is to:
- Outline the Unreasonable Hardship Review Process
- Detail the findings of the Unreasonable Hardship Review
- Publish the final Unreasonable Hardship Determination for Clark, J.E. Preparatory Academy, and
- Detail next steps that the SRO recommends in light of the final Unreasonable Hardship Determination.

Unreasonable Hardship Review Process

In accordance with MCL 380.391(3), the SRO must complete an analysis of whether closure of Clark, J.E. Preparatory Academy will result in unreasonable hardship to pupils attending Clark, J.E. Preparatory Academy The SRO will consider other public school options available to students in the grade levels offered and geographic area served by the public school identified for closure to determine if closing the identified school(s) would result in an unreasonable hardship for the impacted students. The SRO is committed to ensuring that the closure of a failing school does not necessitate the enrollment of a displaced student in another failing school. The SRO's Unreasonable Hardship Review will consist of three parts:

1. **Part 1:** A comprehensive review of all available data related to the past and current performance of the identified school(s)
2. **Part 2:** An academic and an operational on-site review
3. **Part 3:** A detailed examination of other public school options available to students in the grade levels offered and geographic area served by the public school identified for closure.

A set of research-based Turnaround Practices served as the framework for the SRO's Unreasonable Hardship Review. The Turnaround Practices[1] are based on both academic and practice-based research on the common characteristics of successful turnaround schools and are organized into five different domains:

- **Domain 1:** Leadership, Shares Responsibility, and Professional Collaboration
- **Domain 2:** Intentional Practices for Improving Instruction
- **Domain 3:** Providing Student-Specific Supports and Instruction to All Students
- **Domain 4:** School Climate and Culture
- **Domain 5:** District System: Districts develop systems to support, monitor, and sustain turnaround efforts

By structuring the SRO's Unreasonable Hardship Review around these domains the SRO is acknowledging that in determining unreasonable hardship one must not only examine historic performance but must also work intimately with local community members and educators to determine if the academic and operational realities of the identified school reflective of a school poised for rapid turnaround.

All of the information produced and insights gained from the Unreasonable Hardship Review Process have informed the SRO's Final Unreasonable Hardship Determination, which consists of a series of 3 Key Questions:

- **Question 1:** Are the academic and operational realities of the identified school reflective of a school poised for rapid turnaround?
- **Question 2:** Are there are sufficient other public school options reasonably available to these pupils?
- **Question 3:** Would the proposed NLA action result in an unreasonable hardship to the displaced pupils?

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[1] See Edmonds, 1979; Bryk et al., 2010; Marzano, 2003; Newmann et al., 2001; Lane et al., 2014)

Unreasonable Hardship Review Part 1: Data Review

In an effort to inform the Unreasonable Hardship Determination, the SRO requested a comprehensive set of both academic, cultural, and operational data from Clark, J.E. Preparatory Academy. The data provided can be viewed in Appendix A. In reviewing this data as well as previously state-reported academic data, the SRO has identified the following Key Takeaways related to the past, and current realities of Clark, J.E. Preparatory Academy.

Data Review Key Takeaways

- **Academic** (Domains 2 and 3)
    - Proficiency
        - Between 2014 and 2016, the percentage of students that were proficient in mathematics, reading/ELA, and science has decreased each year.
        - From 2014 and 2016, the percentage of students that were proficient in social studies increased 2 percentage points.
        - In the 2015-16 school year, less than 5% of students were proficient in any of the subject content areas.
    - Instructional Hours
    - Student Instructional Support Systems (Interventions)
    - Curriculum
- **Climate and Culture** (Domains 3 and 4)
    - Enrollment
        - Between 2014 and 2016, enrollment has decreased by 81 students.
        - 99.4% of the students attending are African-American.
        - Between 2014 and 2016, the enrollment of economically disadvantaged students has decreased from 85% to 77.9%.
    - Attendance
        - Attendance has not reached the state goal of 90% any year between 2014 and 2016.
        - Between 2014 and 2016, attendance has decreased each year and overall by 5.7 percentage points.
        - Between 2014 and 2016, the chronic absenteeism rate has increased each year and overall by 11.3 percentage points to become 89.2% in the 2015-16 school year.
    - Discipline
- **Professional** (Domains 1 and 5)
    - Teacher Evaluation
        - For 2015-2016, 84.4% of the teachers were evaluated to be either highly effective or effective. Yet, 95% of the students are not proficient in any of the content subject areas.

Unreasonable Hardship Review Part 2a: Academic On-Site Review

On February 10, 2017 two representatives of the SRO conducted the Academic On-Site Review for Clark, J.E. Preparatory Academy. The purpose of this visit was to gain current and school-specific information related to the current academic realities of Clark, J.E. Preparatory Academy from its building leaders, teachers, parents and community members. The Academic On-Site Review was structured as follows:

- Interviews with Building Leadership
- Building Walk-Through with Classroom Observations
- Teacher Leader Focus Group
- Student Focus Group
- Parent/Community Focus Group

In a letter sent on January 23, 2017, the SRO requested that Clark, J.E. Preparatory Academy nominate both teacher leaders as well as parents and community members to participate in the Academic On-Site Review.

The review was structured around the research-based Turnaround Practices and questions that served to frame both the interviews as well as the focus group discussions. Responses from each conversation were analyzed and evaluated for their alignment with key indicators of best practices for high-gain, rapid turnaround schools. The following pages provide the results from the site visit. Rubric ratings (see below) and corresponding evidence (in bulleted form) is provided for each Turnaround Practice component.

Rubric Descriptors

Strong alignment with best practice	Moderate alignment with best practice	Low alignment with best practice
All indicators are evident and there is strong evidence that key structures and practices are being used effectively to improve instruction.	Some of the indicators are evident and there is some evidence that key structures and practices are being used effectively to improve instruction.	A few or none of the indicators are evident and/or there is little to no evidence that key structures and practices are being used effectively.

A key purpose of the site visit is to assess each school's capacity to engage in accelerated turnaround and to inform decisions regarding unreasonable hardship. As such, site reviewers and the SRO are focused on the following overarching questions.

Domain 1: Leadership, Shares Responsibility, and Professional Collaboration

- Does the school have a collaborative environment (e.g., sufficient teaming structures and ways of working together) that can lead to accelerated instructional improvement?
- Does the school leadership have systems in place to monitor and support the implementation of improvement strategies, including the use of frequent classroom observations?

Domain 2: Intentional Practices for Improving Instruction

- Does the school utilize a common core curriculum that is instructionally coherent and that displays a strong understanding of high quality instruction, among teachers and as supported and observed by administrators?
- Does school leadership have a system in place to identify teachers that may need additional support, and specific strategies for providing such support?

Domain 3: Providing Student-Specific Supports and Instruction to All Students

- Does the school have and actively utilize a system of assessments and interventions capable of providing student-specific supports and subsequent monitoring of the effectiveness of interventions?

Domain 4: School Climate and Culture

- Does the school provide a safe, orderly, and respectful environment for students and a collegial and professional culture among adults?

Determining Capacity for Successful Turnaround

Key Question 1: What are the core issues and challenges that have kept students at your school from achieving? How are you addressing these issues and challenges?

Key Question 2: What are the key practices and strategies that distinguish your school, and will allow your school to improve, leading to increased student achievement in the near future?

	Alignment with Best Practice
Adaptive Instructional Improvement All stakeholders espouse an "improvement mindset" reflected in the school's continuous review and assessment of improvement practices and strategies used within the school. Key Indicators • The school stops or modifies strategies that are not working and expands those that are working.	
Respectful and Trusting Learning Environment All stakeholders (students, teachers, community members, etc.) have high expectations for students and value working with and learning from each other. Key Indicators • Parents and students state that they believe that all of the students in the school will succeed (e.g., will do well in classes, graduate, attend and graduate college). • Teachers and administrators work together in formal and informal teams on a regular basis.	
Instructional Rigor Instruction and instructional practices are engaging, differentiated, and sufficiently challenging for all students. Key Indicators • Teachers provide all students with lessons and instruction directly aligned with common core standards and aligned instructional practices. • Written lessons and taught instruction includes stated and written learning objectives, multiple instructional strategies, and challenging (e.g., higher order) tasks, problems, and questioning strategies.	
Targeted Interventions The school expertly uses specific instructional strategies/interventions executed with a high degree of instructional expertise. Key Indicators • Student work is consistently improving. • Instructional strategies and interventions are implemented with fidelity.	

- Teacher shortage in the school
  - The school has been understaffed by 7-8 teachers in for the past two years.
  - Currently do not have a certified teacher for:
    - 7th grade mathematics
    - Middle school science

- o Vacant positions are currently being covered by school leadership, district personnel, substitute teachers, and coverage coordination of existing staff.
- The school has implemented the Gradual Release of Responsibility Model
  - o Four phase model that moves instruction from teacher lead instruction to student independent study.
- Teacher PLCs meet every Wednesday.
- Teacher developed and lead professional development is held in the evenings and on Saturdays due to the lack of teacher coverage during the school day.
- Teacher group indicated that they are not given preparatory time throughout the school day.
- Starting this school year, tutors and in class support has been provided by City Year.

Turnaround Strategy Domain 1: *Leadership, Shard Responsibility, and Professional Collaboration*

The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

Key Question: How, and to what extent, do you (and your leadership team) cultivate shared ownership, responsibility, and professional collaboration in the school?

Turnaround Strategy Components	Alignment with Best Practice
Teaming, Shared Leadership and Responsibility, and Collaboration Distributed leadership structures and practices are apparent throughout the school building in the form of an active and well-represented Leadership Team and grade-level and vertical teams. Key indicators: • The school leadership team meets regularly and includes representation from all grades and student needs. • Grade-level and vertical teams meet regularly. • Teams exhibit a strong commitment to high expectations for all students and a willingness to work together to improve instruction.	
Using Teams, Shared Leadership, and a Collaborative and Trusting Environment to Accelerate Improvement Administrators and teachers (through teacher teams or involvement in the leadership team) are monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and non-academic supports on student achievement. Key indicators: • **Adaptation:** Leadership has the demonstrated ability to adapt, innovate and do whatever it takes to improve student achievement. • **Instructional Observation:** Instruction is formally and informally observed and meaningful feedback is provided. Teachers, as well as students, are held to high expectations.	

- School leadership has implemented an open door policy for teachers, students, and community members.
- School leadership and teachers meet regularly to review student data.
- School leadership and teachers conduct classroom observations. The principal as instructed that each teacher must observe other classrooms and provide feedback.
- The use of differentiated instruction at all grade levels was observed during classroom walkthroughs.
- The school has been understaffed by 7-8 teachers in for the past two years making it difficult to meet the turnaround components in this domain.

Turnaround Strategy Domain 2: *Intentional Practices for Improving Instruction*

The school uses an aligned system of common core curricula, assessments, and common instructional practices across the school and content areas, and employs intentional practices for improving teacher-specific and student-responsive instruction.

Key Question: What are the strategies and practices that you and your colleagues use to improve instruction? Specifically, how do you work to improve teachers' instruction?

Turnaround Strategy Components	Alignment with Best Practice
Common core curriculum and aligned and rigorous instructional practices. Administrators and teachers develop and use vertically and horizontally aligned curricula and instructional strategies that includes common units, lessons, assessments, and instructional strategies and language within and across grades and content areas. Key indicators: • Teachers' unit and lesson plans are similarly structured, incorporating best practices, directly linking lesson content with the grade-level standards and standards taught in prior and subsequent grades. • A common set of instructional strategies, academic language, and other learning tools are evident in lessons and in practice, to enable students to access content	
Defined expectations for high quality instructional practices The school has a clear instructional focus and shared expectations for instructional best practices that address students' instructional needs. Key indicators: • Leaders and teachers understand the instructional focus and how the instructional focus informs (or is evident in) classroom practice. • Teachers have received training and professional development on the instruction focus and related instructional strategies.	
Teacher support and feedback to improve instruction Teachers are actively supported to develop high quality lessons, deliver high quality lessons and instruction and to become experts in using and refining effective instructional strategies. Key indicators: • The principal (or administrators or coaches) spend significant time in classrooms observing teachers' instruction and providing teachers with constructive and useful feedback on instructional practices. • Teachers (and teacher team) use a variety of standards-based assessments to assess the effectiveness of instructional strategies and modify instruction accordingly.	

• The school leadership and teachers have implemented teacher and leader classroom observations. Teacher focus group indicated that these observations have resulted in improved classroom instruction.

- The school has implemented the use of the Learning Science International instructional program.
- Each teacher is given a different action plan based on LSI classroom observations.
- Teacher group indicated that using differentiated teaching was critical to balancing student morale and the curriculum that needs to be taught.
- No evidence that a fully aligned/viable curriculum has been implemented was observed during the classroom walkthroughs, nor through the school leadership and teacher focus groups.

Turnaround Strategy Domain 3: *Providing Student-Specific Supports and Instruction to All Students*

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs

Key Question: How, and to what extent, does your school provide student-specific supports and interventions to students?

Turnaround Strategy Components	Alignment with Best Practice
Tiered and Targeted Interventions for Students and Monitoring for Effectiveness The school has a system (structures, practices, resources) for providing targeted instructional interventions and supports to all students which also includes close monitoring of the impact of tiered interventions on students' progress. Key indicators: • Students are provided with targeted, student-specific instruction and interventions in direct response to their academic areas of need, rather than placing entire groups of students in intervention groups. • The impact of classroom-based and tiered interventions is frequently monitored (e.g., regularly, in 2, 4, or 6 week intervals and often by grade-level teams or by school support teams) and then refined in direct response to students' needs.	
Data Use and Data Informed Targeting of Interventions Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs. Key indicators: • A variety of valid and reliable assessments (standards-based and performance assessments) are used consistently, within and across grades and content area. • Administrators and teachers are using assessment to identify the specific students needing additional support and the targeted areas of need for each specific student.	

- Students are assessed using NWEA MAP.
- School leadership has been focusing on student attendance.
- An attendance officer was employed in January.
- Student group indicated that they work together to make sure everyone gets the help they need in different subject areas.

Turnaround Strategy Domain 4: *School Climate and Culture*

The school has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

Key Question: How does your school attend to students' social-emotional health and establish a safe, orderly, and respectful environment for students?

Turnaround Strategy Components	Alignment with Best Practice
Safety and secure learning environment. The school has established and provides a safe and secure learning environment for students, staff and community members. Key indicators: • Student to student interaction and teacher to student interactions are respectful and considerate, as observed during the visit.	
Shared Behavioral Expectations that support student learning Administrators and teachers have and use a clearly established set of behavioral expectations and practices that supports students' learning. Key indicators: • Expectations of student behavior are written and clearly shared and understood throughout the school building. • Behavioral expectations are reinforced through consistently applied rewards and consequences (consistent among and across teachers and grades).	
Targeted and effective social-emotional supports The school has identified, established, and proactively provides effective social-emotional resources and supports for students in need of such supports and assistance. Key indicators: • The school has identified a wide array of effective social-emotional responses and supports for students in need of such assistance and support. • Students that may need or benefit from social-emotional supports are identified and receive targeted social-emotional support. • Data on the effectiveness of social-emotional supports is collected and monitored.	

- Teachers in the school are piloting the use of MIBLSI.
- School has implemented safe routes to school.
    - Students walk to school through a route that has been painted
- The school employs restorative practices.
- Student group indicated that the school is safe, and that the school leadership and teachers are always available to help.
- School leadership and teachers wash and iron uniforms, provide breakfast and lunch to the students.

Turnaround Strategy Domain 5: *District System to Support Accelerated Improvement and Turnaround*

The district has developed systems for identifying schools that are not performing well, and strategies for monitoring and supporting school leadership and teachers.

> *Examples of district systems:*
> - *Strategic placement and assignment of principals and teachers in high need schools, including the use of incentives to get the right leaders and teachers in high need schools.*
> - *Provision of additional staffing and resource autonomy to leaders in high need schools*
> - *Provision of additional supports (e.g., coaching supports, instructional resources) to high need schools.*

Key Questions:
- How does the district monitor and/or support you in your efforts to improve instruction and raise student achievement?
- To what extent has the district provided you with additional autonomy to make changes to staff (e.g., to hire new teachers and/or quickly remove teachers not supportive of your work), to the school's schedule, and in your use of resources? How much autonomy do you have?

	Alignment with Best Practice
District Capacity – Core Functions The District has established and/or provides schools with base supports necessary for effective teaching and learning (Core curriculum and professional development, assessments, data systems, instructional materials, human capital).	
District capacity – Monitor and support The district has established and communicated a district-wide improvement strategy, including a vision and specific goals for improvement. The improvement strategy includes specific strategies for monitoring and supporting schools (leaders, teachers, and students).	
District Capacity – Conditions and Autonomy The district provides schools with sufficient autonomy and authority to implement turnaround actions, while holding schools accountable for results.	

- Teachers feel that they have autonomy in their self-contained classrooms.
- District provides instructional coaches.
- School leadership has been working with the district to address teacher shortage.
- Principal attends job recruitment fairs.

Unreasonable Hardship Review Part 2b: Operational On-Site Review (Facility Conditions Index)

The SRO partnered with DTMB's Facilities & Business Services Administration Office (SFA) to determine a facility conditions index (FCI) for Clark, J.E. Preparatory Academy. The FCI measures maintenance and repair costs against current replacement cost of the building. The lower the number, the less cost effective it is for the district to keep the building open.

All inspections were designed to be non-intrusive and the results were based on observations and assumptions given the factual knowledge provided.

FCI SCORE: 49.8

A copy of DTMB's FCI report is attached to this report as Appendix B.

Unreasonable Hardship Review Part 3: Access and Availability

Whether statutorily required under MCL 380.391(3), MCL 380.507(6), MCL 380.528(6), or MCL 380.561(6), or optionally adopted under MCL 380.1280c, the SRO is committed to completing an analysis of whether the proposed closure will result in unreasonable hardship to pupils attending Clark, J.E. Preparatory Academy. The SRO will consider other public school options available to students in the grade levels offered and geographic area served by Clark, J.E. Preparatory Academy to determine if the closure would result in an unreasonable hardship for the impacted students. The SRO is committed to ensuring that any closure does not necessitate the enrollment of a displaced student in another failing school. When evaluating the sufficiency of other public school options for affected pupils and unreasonable hardship, the SRO evaluates a variety of factors that can generally be organized into three different categories. These categories include, but are not limited to:

- **Geography:** Are there schools within a reasonable number or miles from the school identified that serve the same grade levels as the identified school?
- **Performance:** Are there schools that were identified during the geographic evaluation that also have an acceptable Top-to-Bottom ranking?
- **Access:** Do the students that would be displaced by the NLA Action have reasonable access to the schools identified during both the geographic and performance evaluations?

The results of the SRO's analysis are included in the below table. The number of schools that meet the parameters defined in the left most two columns is included in column #3 and the estimated capacity of the qualifying schools is included in column #4. The right-most two columns define the # of qualifying schools that would not require students to utilize the schools-of-choice legislation (MCL 388.1705/MCL 388.1705c) to gain access and the estimated capacity of those qualifying schools that would not require utilization of the schools-of-choice legislation.

Distance Parameter (Maximum in miles)	TTB Ranking Parameter (Minimum)	# of Qualifying School-of-Choice Schools	Estimated Capacity of Qualifying School-of-Choice Schools	# of Qualifying Local Access Schools	Estimated Capacity of Qualifying Local Access Schools	Total # of Qualifying Schools that Displaced Students Could Access	Total Estimated Capacity of Qualifying Schools that Displaced Students Could Access
5	25	1	0	3	206	4	206
10	25	4	39	16	1350	20	1389
15	25	10	57	27	1689	37	1746
20	25	57	336	38	2463	95	2799
25	25	106	591	44	2632	150	3223
30	25	146	762	49	2697	195	3459

Unreasonable Hardship Data Key Takeaways
- There is enough estimated capacity at qualifying school-of-choice schools with a Top-to-Bottom ranking of 25 or higher within 30 miles to accommodate the schools estimated enrollment.
- There is enough estimated capacity at local access schools with a Top-to-Bottom ranking of 25 or higher within 30 miles to accommodate the schools estimated enrollment.
- There is enough estimated capacity at qualifying schools that displaced students could access with a Top-to-Bottom ranking of 25 or higher within 30 miles to accommodate the schools estimated enrollment.
- There is enough estimated capacity at qualifying schools that displaced students could access with a Top-to-Bottom ranking of 25 or higher within 10 miles to accommodate the schools estimated enrollment.

Unreasonable Hardship Review Part 4: Final Determination

The SRO's Final Unreasonable Hardship Determination is based on a comprehensive review of all available data, the results from both operational and academic on-site review visits and an examination the other public school options that are available to the students that would be impacted by the closure of Clark, J.E. Preparatory Academy. All of the information produced and insights gained from the Unreasonable Hardship Review Process that have been detailed in this report, were considered when answering the three key questions that comprise the SRO's Final Unreasonable Hardship Determination.

Question 1: Are the academic and operational and academic realities of the identified school reflective of a school poised for rapid turnaround?

	The academic and operational realities of the identified school reflective of a school poised for rapid turnaround.
	The academic but not the operational realities of the identified school reflective of a school poised for rapid turnaround
	The operational but not the academic realities of the identified school reflective of a school poised for rapid turnaround
	Neither the academic nor the operational realities of the identified school reflective of a school poised for rapid turnaround

Question 2: Are there are sufficient other public school options reasonably available to these pupils?

	There are sufficient other public school options reasonably available to these pupils?
	There are insufficient other public school options reasonably available to these pupils?

Question 3: Would the proposed NLA action result in an unreasonable hardship to the displaced pupils?

	The proposed NLA action would not result in an unreasonable hardship to the displaced pupils
	The proposed NLA action would result in an unreasonable hardship to the displaced pupils

Determination:
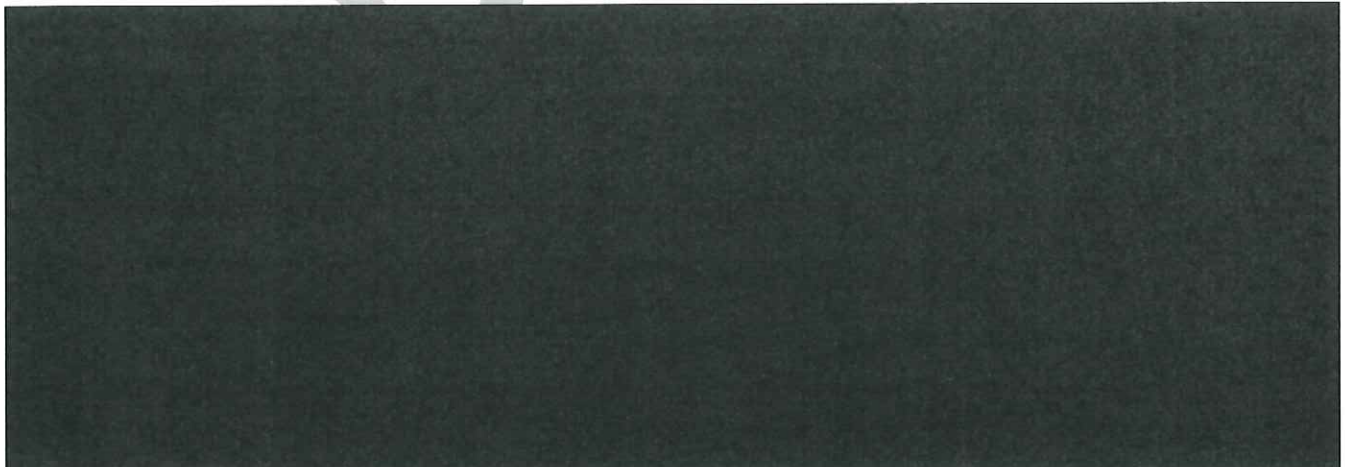
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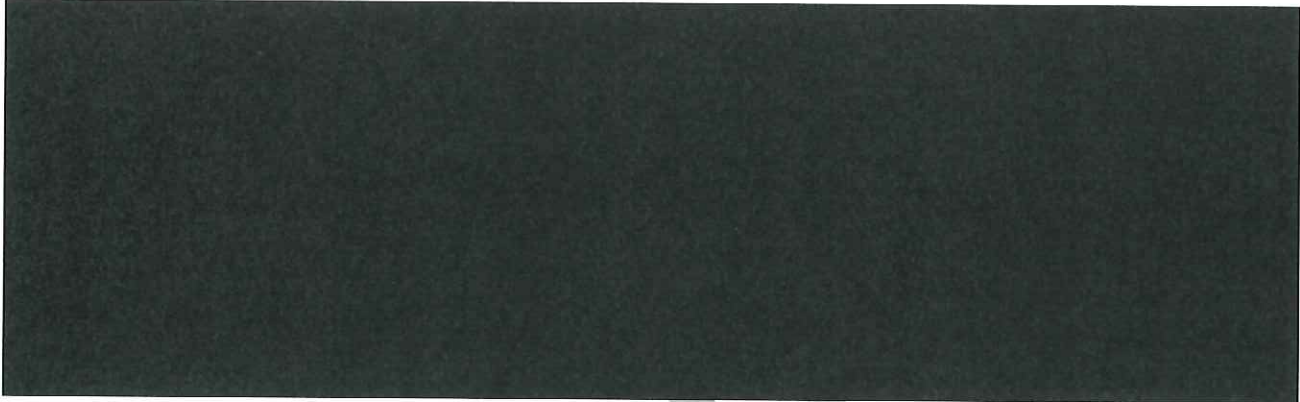
APPENDIX A: SRO Unreasonable Hardship Data Request Packet

The SRO is committed to ensuring that the Unreasonable Hardship Determination required under MCL 380.391(3), MCL 380.507(6), MCL 380.528(6), MCL 380.561(6), or optionally adopted under MCL 380.1280c is as informed as possible. Therefore, the SRO is requested that the following information be provided in an editable format (e.g., .doc, .docx, .xls, .xlsx, etc.) by Tuesday, February 1, 2017. Where possible, the information provided will be verified against previously reported and publically available data.

Data review components:
- Academic
- Climate and Culture
- Professional
- Operational

Academic Data

Top-to-Bottom Rankings by Year

2012	2013	2014	2015	2016
11	5	1	2	0

Curricula

- ELA:
  - Preschool students utilize the HighScope Curriculum for Language, Literacy, and Communication. Students engage in active participatory learning to address reading, comprehension, speaking, vocabulary, phonological awareness, alphabetic knowledge, book knowledge, concepts about print, and writing.
  - Students in grades K-8 are instructed using the Common Core Standards for English Language Arts.
  - The core curriculum resource for K-6 is SRA's Imagine It! Which provides instructional strategies in the five key area of Reading: Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency.
  - The core curriculum resource for grades 7-8 is Prentice Hall's Literature and Writing and Grammar.
- Math:
  - Preschool students utilize the HighScope Curriculum for Mathematics. Students engage in active participatory learning to address the following concepts: Counting, recognizing number words and symbols, part-whole relationships, identifying and describing shapes, spatial awareness, measuring, understanding the concept of units, patterns and data analysis.
  - Students in grades K-8 are instructed using the Common Core Standards for Mathematics.
  - The core curriculum resource for K-6 is envision Mathematics which provides instructional lessons to develop conceptual understanding through daily problem based interactive learning, daily common-core review, built-in professional development, along with differentiated instruction to provide the necessary level of intervention.
  - Students in grade 7 utilize the core curriculum instructional tool of Holt Pre-Algebra.
  - Students in grade 8 utilize the Pearson Algebra 1 Common Core instructional resources.
- Science:
  - Preschool students utilize the HighScope Curriculum for Science and Technology. Students engage in active participatory learning to address the following concepts: Observing, Classifying, Experimenting, Predicting, Drawing Conclusions, Communicating Ideas, Knowledge of the natural and physical world, and exploration of tools and technology.
  - K-12 students are instructed using the Michigan Science Standards.
  - The core curriculum resource for K-5 is Harcourt Science which provides instructional lessons inclusive of hands-on activities and problem solving.
  - Students in grades 6-8 utilize the following resources: Prentice Hall's The Nature of Science and Technology, Science Explorer, and Reading the Content Area: Science.
- Social Studies: Please list the Social Studies Curricula that is being utilized for the current school year (2016-2017)
  - Preschool students utilize the HighScope Curriculum for Social Studies. Students participate in group routines to address the following concepts: Diversity, Community roles, Decision making, geography, history, and Ecology.

- o K-8 are instructed using the Grade Level Content Expectations for Social Studies, College, Career, and Civic Readiness standards and cross-curricular connections to the Common Core Standards for ELA.
- o K-2 students use materials produced by the Metropolitan Teaching and Learning Company as the core curriculum resource.
- o Grades 3-8 students use the following resources: Michigan Studies, Our Country and It's Regions, Scott Foresman's The United States, World Explorer: People, Places, and Culture, the American Nation: Beginnings through 1877.

Academic Intervention Systems used:
- o Gradual Release of Responsibility Model
- o Instructional Support from Wayne RESA Social Studies and Science coaches weekly
- o Wayne State University tutors
- o City Year members
- o TutorMate
- o Reading Recovery Interventions

Social/Emotional Intervention Systems used:
- o School Social Worker
- o DHHS In-House Representative
- o MIBLSI has been rolled out for grades 3-5.

Student Proficiency – Mathematics

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students	9.23		
Native American			
Asian			
African-American	9.31		
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	9.47		
Students with Disabilities (IEP & 504)	10.53		
English Language Learners			

Student Proficiency – Reading/ELA

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students	34.29	6.65	
Native American			
Asian			
African-American	34.3	6.68	
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	34.31	7.02	
Students with Disabilities (IEP & 504)	22.37		
English Language Learners			

Student Proficiency – Science

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students			
Native American			
Asian			
African-American			
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged			
Students with Disabilities (IEP & 504)			
English Language Learners			

Student Proficiency – Social Studies

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students			
Native American			
Asian			
African-American			
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged			5.68
Students with Disabilities (IEP & 504)		15.63	18.18
English Language Learners			

Climate and Culture Data

Enrollment by Subgroup[2]

Race	2013-2014	2014-2015	2015-2016
All Students	742	671	661
Male	399	364	341
Female	343	307	320
Native American			
Asian			
African-American	736	665	657
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	631	593	515
Students with Disabilities (IEP & 504)	133	119	102
English Language Learners			

Enrollment by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-2014	68	70	79	87	54	69	85	113	117	0	0	0	0	742
2014-2015	60	74	54	79	69	55	71	96	113	0	0	0	0	671
2015-2016	67	61	68	54	73	66	77	107	88	0	0	0	0	661

Special Population Percentages

	2013-2014 (%)	2014-2015 (%)	2015-2016 (%)
English Language Learner			
Students with Disabilities (IEP & 504)	17.9%	17.7%	15.4%
Economically Disadvantaged	85.0%	88.4%	77.9%

Attendance

	2013-2014	2014-2015	2015-2016
Attendance Rate (%)	83.1%	82.9%	77.4%
Percent Chronically Absent	77.9%	78.4%	89.2%
Chronically Absent Student Count	602	565	593

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[2] Enrollment by student(s) does not necessarily indicate that the student(s) will take state assessments.

Professional Data

Teacher Evaluations

	# of Teachers 2013-2014	% of Teachers 2013-2014	# of Teachers 2014-2015	% of Teachers 2014-2015	# of Teachers 2015-2016	% of Teachers 2015-2016
Highly Effective	21	52.5%	20	54.1%	15	46.9%
Effective	16	40.0%	16	43.2%	12	37.5%
Marginally Effective	2	5.0%	1	2.7%	4	12.5%
Ineffective	1	2.5%	0	0.0%	1	3.1%

Total Teachers	40		37		32	